



NOCN FUNCTIONAL SKILLS MATHEMATICS

ENTRY LEVEL 1-3 / LEVEL 1-2

DETAILED YEAR CURRICULUM MAP - WEEKS 1-7



39 WEEKS



1 x 3-HOUR AFTERNOON LESSON



ENTRY LEVEL 1-3 / LEVEL 1-2



PERSONALISED TARGETS
REVIEWED WEEKLY



Suggested lesson rhythm: retrieval and check-in; explicit modelling; guided practice; practical application; feedback and exit check. Move assessment timing where learner readiness requires.

WEEK	TEACHING FOCUS & OUTCOME	CORE 3-HOUR LESSON SEQUENCE	ENTRY LEVEL 1-3 FOCUS	LEVEL 1-2 FOCUS	ASSESSMENT / EVIDENCE
1 BASELINE	Starting point and numeracy baseline	Starter: establish routines and maths expectations. Teach/model: baseline tasks on number, calculation and practical numeracy. Apply: learner profile and target-setting.	Count, match and recognise numerals. Complete simple calculations with support. Use concrete resources and visual prompts.	Diagnostic tasks on place value, operations and practical numeracy. Identify strengths, gaps and confidence levels.	Baseline assessment. Learner profile. Individual targets set.
2 NUMBER	Number sense and place value	Starter: retrieve number facts. Teach/model: reading, ordering, comparing and rounding numbers. Apply: number lines and practical place-value tasks.	Count reliably. Order small numbers. Recognise tens and ones.	Compare and round whole numbers and decimals. Use place value to solve practical problems.	Quick quiz. Teacher observation. Target review.
3 NUMBER	Addition and subtraction in everyday contexts	Starter: mental calculation warm-up. Teach/model: addition and subtraction methods, checking and estimating. Apply: money totals, change and short word problems.	Add and subtract small amounts using objects, coins and number lines.	Use written and mental methods accurately. Solve money and one- to two-step problems.	Marked practice task. Feedback and corrections.
4 NUMBER	Multiplication, division and grouping	Starter: counting patterns and times-table recall. Teach/model: equal groups, arrays, sharing and practical division. Apply: simple grouping and sharing tasks.	Count in 2s, 5s and 10s. Share into equal groups with support.	Use multiplication and division facts. Solve grouping, sharing and remainder problems.	Fluency check. Practical task evidence.
5 NUMBER	Estimation and checking answers	Starter: bigger or smaller? comparison warm-up. Teach/model: rounding, inverse operations and checking with a calculator. Apply: estimate then solve practical problems.	Estimate simple amounts. Compare bigger and smaller numbers. Check using practical resources.	Use estimation to judge reasonableness. Apply inverse and calculator checks to multi-step work.	Problem-solving task. Reasonableness check.
6 MONEY	Money and budgeting basics	Starter: identify coins and notes. Teach/model: totals, change, comparing prices and simple budgets. Apply: shopping and best-buy tasks.	Recognise coins and notes. Pay for items and compare simple prices.	Calculate totals and change. Use a simple budget and compare value for money.	Shopping task. Budget worksheet.
7 PROBLEM	Interpreting questions and problem-solving strategies	Starter: identify key words in questions. Teach/model: choosing an operation, showing working and checking answers. Apply: solve short functional maths problems.	Use visuals and key words to solve one-step problems. Explain answers simply.	Choose operations for multi-step problems. Show working and explain methods clearly.	Review task. Readiness check. Next-step targets.



NOCN FUNCTIONAL SKILLS MATHEMATICS

ENTRY LEVEL 1-3 / LEVEL 1-2

DETAILED YEAR CURRICULUM MAP - WEEKS 8-14



39 WEEKS



1 x 3-HOUR AFTERNOON LESSON



ENTRY LEVEL 1-3 / LEVEL 1-2



PERSONALISED TARGETS
REVIEWED WEEKLY



Suggested lesson rhythm: retrieval and check-in; explicit modelling; guided practice; practical application; feedback and exit check. Move assessment timing where learner readiness requires.

WEEK	TEACHING FOCUS & OUTCOME	CORE 3-HOUR LESSON SEQUENCE	ENTRY LEVEL 1-3 FOCUS	LEVEL 1-2 FOCUS	ASSESSMENT / EVIDENCE
8 FRACTIONS	Fractions as part of a whole and set	Starter: counting and sharing warm-up. Teach/model: halves, quarters, thirds and visual fractions. Apply: matching fractions and finding fractions of practical amounts.	Recognise half and quarter. Share simple sets equally. Use visual fraction resources.	Find common fractions of amounts. Recognise equivalent simple fractions. Link fractions to everyday contexts.	Marked fraction task. Visual evidence. Teacher feedback.
9 NUMBER	Decimals and place value	Starter: link decimals to money. Teach/model: tenths, hundredths, ordering and comparing decimals. Apply: number line, money and measure tasks.	Recognise decimals in money and measures. Match simple decimal amounts.	Read, compare, order and round decimals. Use place value to solve practical questions.	Quick quiz. Place-value check. Corrections.
10 NUMBER	Percentages in everyday maths	Starter: 100-square warm-up. Teach/model: percentage as out of 100, common percentages and simple percentage calculations. Apply: sale, discount and data tasks.	Recognise 50%, 25% and 10% in familiar contexts. Match simple percentage language.	Calculate simple percentages of amounts. Interpret discounts and percentage information.	Percentage worksheet. Practical shopping task.
11 NUMBER	Equivalence: fractions, decimals and percentages	Starter: retrieval of common values. Teach/model: links between fractions, decimals and percentages. Apply: matching cards and conversion activities.	Match common fraction and decimal forms with support. Use visual equivalence models.	Convert between common fractions, decimals and percentages. Use equivalence to solve simple problems.	Matching activity. Exit check. Target review.
12 RATIO	Ratio and proportion basics	Starter: sharing and scaling warm-up. Teach/model: ratio language, proportional thinking and simple scaling. Apply: recipe, mixture and sharing activities.	Share into simple ratios using practical resources. Use doubling and halving.	Use ratio language confidently. Scale simple recipes and solve basic proportion questions.	Practical ratio task. Teacher observation.
13 MEASURE	Measure: length, mass and capacity	Starter: compare everyday measures. Teach/model: choosing units, reading scales and estimating measure. Apply: practical measuring stations.	Compare longer and shorter, heavier and lighter, fuller and emptier. Read simple scales.	Choose appropriate units. Read scales accurately. Convert common measures and solve measure problems.	Measure station task. Practical evidence.
14 TIME	Time, calendars and timetables	Starter: daily routine sequencing. Teach/model: analogue and digital time, calendars, durations and timetables. Apply: travel and schedule problems.	Read o'clock and half past. Use days and months. Sequence familiar times.	Read 12-hour and 24-hour time. Interpret timetables and calculate durations.	Timetable task. Time quiz. Readiness review.



NOCN FUNCTIONAL SKILLS MATHEMATICS

ENTRY LEVEL 1-3 / LEVEL 1-2

DETAILED YEAR CURRICULUM MAP - WEEKS 15-21



39 WEEKS



1 x 3-HOUR AFTERNOON LESSON



ENTRY LEVEL 1-3 / LEVEL 1-2



PERSONALISED TARGETS
REVIEWED WEEKLY



Suggested lesson rhythm: retrieval and check-in; explicit modelling; guided practice; practical application; feedback and exit check. Move assessment timing where learner readiness requires.

WEEK	TEACHING FOCUS & OUTCOME	CORE 3-HOUR LESSON SEQUENCE	ENTRY LEVEL 1-3 FOCUS	LEVEL 1-2 FOCUS	ASSESSMENT / EVIDENCE
15 MEASURE	Perimeter, area and practical measure	Starter: measure and compare lengths. Teach/model: perimeter, area by counting squares and area of rectangles. Apply: room, garden and layout problems.	Measure with simple tools. Count sides and squares. Compare larger and smaller areas.	Calculate perimeter and area of rectangles. Choose suitable methods for practical measure problems.	Marked area task. Practical measure evidence.
16 SHAPE	Shape, angles and properties	Starter: sort familiar shapes. Teach/model: 2D and 3D properties, right angles, acute and obtuse angles. Apply: construction and design classification tasks.	Name common 2D and 3D shapes. Sort by simple properties.	Identify angle types and shape properties. Use mathematical vocabulary to describe shapes clearly.	Shape sort. Vocabulary check.
17 SPACE	Scale, coordinates and directions	Starter: positional language warm-up. Teach/model: coordinates, simple maps, scale and directions. Apply: route planning and map tasks.	Use left, right, above and below. Follow simple map directions.	Use coordinates and scale on plans and maps. Interpret directions and simple scale problems.	Map task. Coordinate practice.
18 DATA	Tables, charts and data representation	Starter: collect class data. Teach/model: tables, pictograms, bar charts and line graphs. Apply: create and interpret simple data displays.	Read simple tables and pictograms. Identify most and least.	Interpret bar charts, line graphs and tables. Select useful information and compare results.	Data task. Chart interpretation.
19 DATA	Average, range and probability basics	Starter: likely or unlikely? Teach/model: mean, median, mode, range and simple probability language. Apply: data summaries and chance activities.	Use likely and unlikely. Identify most and least. Compare simple results.	Calculate or identify average measures where appropriate. Use range and simple probability to interpret data.	Probability activity. Average check.
20 PROBLEM	Multi-step functional problem solving	Starter: identify key information. Teach/model: choosing operations, organising working and checking answers. Apply: real-life functional maths problems.	Solve one-step and supported two-step problems. Show working and key words.	Select methods for multi-step problems. Show working and explain reasoning.	Problem-solving task. Teacher feedback.
21 ASSESSMENT	Mid-year diagnostic / mock assessment and review	Starter: confidence and retrieval warm-up. Teach/model: test routines, timing and checking strategies. Apply: diagnostic or mock assessment, followed by review and target-setting.	Complete supported practice tasks. Build confidence with familiar question types.	Complete timed diagnostic or mock questions. Identify strengths and next priorities.	Mid-year diagnostic. Gap analysis. Individual review.



NOCN FUNCTIONAL SKILLS MATHEMATICS

ENTRY LEVEL 1-3 / LEVEL 1-2

DETAILED YEAR CURRICULUM MAP - WEEKS 22-28



39 WEEKS



1 x 3-HOUR AFTERNOON LESSON



ENTRY LEVEL 1-3 / LEVEL 1-2



PERSONALISED TARGETS
REVIEWED WEEKLY



Suggested lesson rhythm: retrieval and check-in; explicit modelling; guided practice; practical application; feedback and exit check. Move assessment timing where learner readiness requires.

WEEK	TEACHING FOCUS & OUTCOME	CORE 3-HOUR LESSON SEQUENCE	ENTRY LEVEL 1-3 FOCUS	LEVEL 1-2 FOCUS	ASSESSMENT / EVIDENCE
22 NUMBER	Targeted intervention: number and calculation	Starter: retrieval of key number facts. Teach/model: re-teach addition, subtraction, multiplication and division gaps. Apply: targeted practice and short problem-solving tasks.	Practise core counting and simple calculations with support. Use concrete resources.	Address identified gaps in operations, place value and checking methods. Improve accuracy and confidence.	Intervention record. Short assessment.
23 FINANCE	Finance maths: wages, hours and payslips	Starter: discuss jobs and hours. Teach/model: hours worked, hourly rates, simple payslips and earnings. Apply: calculate weekly pay and interpret wage information.	Count hours and recognise money totals. Match simple pay information.	Calculate pay from hours and rates. Read simple payslip figures and workplace numeracy information.	Wages task. Employability evidence.
24 FINANCE	Budgeting, discounts and best buys	Starter: compare shopping offers. Teach/model: budgets, discount, unit cost and value for money. Apply: plan a spend and compare deals.	Use a simple budget. Compare cheaper and more expensive items.	Calculate discounts and compare value for money. Make justified purchasing decisions.	Budget worksheet. Shopping comparison task.
25 DATA	Data handling in real-life contexts	Starter: read a survey result. Teach/model: extract information from charts, tables and simple forms. Apply: answer questions from authentic data sets.	Find information in simple tables and charts. Use yes/no or most/least responses.	Interpret and compare information from workplace or everyday data. Draw sensible conclusions.	Data-response task. Feedback notes.
26 MEASURE	Practical measure in catering / construction contexts	Starter: estimate measure. Teach/model: measuring ingredients, length, area, capacity and scale in practical contexts. Apply: vocational measurement challenge.	Measure and compare practical amounts using support. Use familiar units.	Read scales accurately, convert common units and apply measure to practical tasks.	Practical measurement evidence. Observation.
27 ASSESSMENT	Assessment practice and catch-up	Starter: retrieval quiz. Teach/model: common errors and checking routines. Apply: guided practice, assessment tasks and targeted catch-up support.	Complete supported practice using familiar question types. Revisit key skills.	Complete assessment-style questions and respond to feedback. Improve method choice and checking.	Practice assessment. Catch-up record.
28 REASONING	Reasoning, confidence and personalised target teaching	Starter: explain a method. Teach/model: reasoning language, choosing efficient methods and discussing mistakes. Apply: personalised target workshops.	Explain simple answers using sentence starters and visuals.	Justify methods, compare strategies and work on personal target gaps.	Reasoning task. Target review. Next steps.



NOCN FUNCTIONAL SKILLS MATHEMATICS

ENTRY LEVEL 1-3 / LEVEL 1-2

DETAILED YEAR CURRICULUM MAP - WEEKS 29-35



39 WEEKS



1 x 3-HOUR AFTERNOON LESSON



ENTRY LEVEL 1-3 / LEVEL 1-2



PERSONALISED TARGETS
REVIEWED WEEKLY



Suggested lesson rhythm: retrieval and check-in; explicit modelling; guided practice; practical application; feedback and exit check. Move assessment timing where learner readiness requires.

WEEK	TEACHING FOCUS & OUTCOME	CORE 3-HOUR LESSON SEQUENCE	ENTRY LEVEL 1-3 FOCUS	LEVEL 1-2 FOCUS	ASSESSMENT / EVIDENCE
29 RATIO	Ratio, scale and recipes	Starter: doubling and halving warm-up. Teach/model: scaling recipes, simple ratio and proportional reasoning. Apply: food and shopping contexts.	Use doubling, halving and simple sharing in practical contexts.	Scale quantities and use ratio language confidently. Solve simple proportion questions.	Recipe task. Ratio check.
30 TRAVEL	Travel maths: time, distance and timetables	Starter: read departure and arrival times. Teach/model: journey planning, duration, distance and practical travel problems. Apply: route and timetable tasks.	Read simple times and match journeys with support.	Interpret timetables, calculate durations and solve travel-related problems.	Travel task. Teacher feedback.
31 SHAPE	Shape, area, volume and space in vocational tasks	Starter: compare containers and spaces. Teach/model: area, perimeter, volume and space in rooms, storage or practical layouts. Apply: vocational planning challenge.	Compare size and space practically. Use simple measuring tools.	Calculate area or simple volume where appropriate. Apply shape and measure to practical planning.	Practical planning task. Measure evidence.
32 DATA	Spreadsheets, tables and interpreting workplace data	Starter: read a simple workplace table. Teach/model: tables, totals, patterns and interpreting spreadsheet-style data. Apply: answer questions from workplace records.	Read information from simple tables. Identify key numbers.	Interpret workplace tables and spreadsheet-style data. Compare figures and explain findings.	Workplace data task. Notes and corrections.
33 EMPLOYABILITY	Employability numeracy: invoices, forms and rates	Starter: identify numbers on forms. Teach/model: quantities, rates, totals, invoices and everyday paperwork. Apply: complete and check employability-style numeracy tasks.	Read basic forms and recognise quantities, prices and totals.	Calculate totals, rates and costs on simple forms or invoices. Check accuracy independently.	Employability numeracy task. Practical evidence.
34 REVISION	Final revision workshops by need	Starter: RAG review of strengths and gaps. Teach/model: targeted mini-lessons based on need. Apply: revision workshops on number, measure, shape or data.	Revisit priority skills with support and familiar resources.	Work independently on target gaps and use feedback to improve outcomes.	Revision record. Teacher conference.
35 ASSESSMENT	Final diagnostic / mock and assessment planning	Starter: confidence warm-up. Teach/model: timing, checking and selecting methods. Apply: final diagnostic or mock, then individual assessment planning.	Complete supported practice and prepare for assessment opportunities.	Complete a final diagnostic or mock and identify final priorities before assessment.	Final diagnostic. Component readiness. Individual plan.



NOCN FUNCTIONAL SKILLS MATHEMATICS

ENTRY LEVEL 1-3 / LEVEL 1-2

DETAILED YEAR CURRICULUM MAP - WEEKS 36-39



39 WEEKS



1 x 3-HOUR AFTERNOON LESSON



ENTRY LEVEL 1-3 / LEVEL 1-2



PERSONALISED TARGETS
REVIEWED WEEKLY



Suggested lesson rhythm: retrieval and check-in; explicit modelling; guided practice; practical application; feedback and exit check.
Move assessment timing where learner readiness requires.

WEEK	TEACHING FOCUS & OUTCOME	CORE 3-HOUR LESSON SEQUENCE	ENTRY LEVEL 1-3 FOCUS	LEVEL 1-2 FOCUS	ASSESSMENT / EVIDENCE
36 FINAL RESITS	Final assessment or resit opportunity	Starter: retrieval and confidence routine. Teach/model: light-touch reminders only. Apply: final assessment or resit for ready learners; others complete structured practice.	Complete supported practice and familiar question types. Show confidence with key skills.	Complete final assessment or resit. Apply efficient methods and checking strategies.	Assessment or resit evidence. Outcome recorded.
37 APPLICATION	Final assessment / catch-up / independent application	Starter: review personal target. Teach/model: brief feedback-based reminders. Apply: catch-up assessment, consolidation or independent applied maths tasks.	Use support tools confidently and apply familiar maths in simple contexts.	Complete catch-up tasks or apply maths independently in practical scenarios.	Catch-up evidence. Final feedback. Outcome recorded.
38 PROJECT	Progression numeracy project and reflection	Starter: discuss how maths is used in life and work. Teach/model: selecting methods and presenting answers clearly. Apply: mini project using budgeting, measuring, travel or data skills, followed by reflection.	Take part in a supported practical numeracy project. Explain simple findings.	Plan and complete an applied numeracy project. Present methods and reflect on progress.	Project evidence. Reflective feedback.
39 PROGRESSION	Celebration, progression and next steps	Starter: review progress from baseline. Teach/model: self-advocacy and goal-setting. Apply: learner review meeting, destination planning and celebration.	Say what they can now do with prompts. Choose a next target.	Identify strengths and remaining gaps. Set clear next steps for study, training or work.	End-point review. Destination plan. Learner voice.



FINAL ASSESSMENT & EVIDENCE

Use the final phase responsively.
Only book a resit when a learner is ready; otherwise continue structured practice, confidence-building and meaningful applied maths.



PROGRESSION CONVERSATION

Review the learner's achieved level, remaining development needs, destination pathway and the maths skills they will use in education, training, work and independent living.